

The Construction of the Turning Classroom of Business English Translation Teaching in Higher Vocational Education under the Internet + Environment

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ABSTRACT. *Flipping the classroom can achieve better teaching results in teaching. This article will use the Internet + as the background to carry out the research on business English translation teaching in vocational colleges, and construct the flip classroom, analyze the inversion classroom teaching concept for the vocational college English translation teaching inspiration, and design the vocational business English translation teaching flip classroom to solve the traditional Various problems in classroom teaching.*

Keywords: *Internet+; vocational English translation teaching; flip classroom*

1. Introduction

The traditional translation teaching mode is a teacher-centered teaching mode. This kind of “one-word” classroom teaching can not fully stimulate students' initiative in learning, resulting in students being unable to comply with the needs of the industry and deviating from the ability standard. With the increasing popularity of modern network information technology in the “Internet +” era, the flipping classroom teaching model is increasingly entering education. In recent years, many experts and scholars have carried out in-depth research on multi-dimensionality of flipping classrooms, and realized the further extension of the connotation of flipping classrooms. Business English translation teaching is the core curriculum in the

finance and economics major of higher vocational colleges. This article will explore the new vocational business English translation teaching model under the Internet + environment.

2. Inverting Classroom Enlightenment on Business English Translation Teaching in Higher Vocational Colleges

Flipping the classroom, that is, in the Internet environment, pre-class students can learn about the self-learning of relevant knowledge by watching the micro-courses and other teaching videos provided by the teachers. In the classroom, through teacher-student exchange, independent inquiry, cooperative learning, etc[1]. The understanding and internalization of knowledge allows students to consolidate and deepen their knowledge after class. Flipping the classroom is a subversion of the traditional teaching method. Under the current “Internet +” background, the “flip classroom” teaching is the general trend.

First of all, from the perspective of the teaching environment, online and offline learning is effectively integrated in the context of the Internet through the learning management system or platform, which invisibly extends the teaching time of teachers and the learning time of students. It is the traditional classroom teaching. Effective extension, thus effectively making up for the lack of translation teaching time.

Secondly, from the perspective of the teaching process, the flipping classroom reverses the traditional “teacher explanation + student practice” teaching process, and the knowledge transfer is placed under the class. The students complete the self-learning of the knowledge content by watching the video, and the knowledge The internalization is placed in the class, and the active construction of knowledge is completed through teachers' questions and consultations, and the ability to learn independently.

Finally, from the perspective of the change of teachers and students, the flipping classroom has realized the transformation from “teacher-centered” to “student-centered”, and the transition from “passive learning” to “active learning” has effectively improved the past “cramming”. “The teaching status of “full house irrigation”.

3. The dilemma of vocational English translation teaching in higher vocational colleges

3.1 The content and system of the textbook is backward

In recent years, the research materials of business English translation are not required, and various textbooks for business English translation are also listed, but there are many repetitive contents in business English translation research and teaching materials[2]. The contents of the textbooks are mostly listed in various business texts and explanations. The specific translation method is really rare for the development of modern information technology. The requirements for students' language proficiency standards are constantly improving, but the content and system of teaching materials cannot meet the teaching needs.

3.2 Unequal distribution of limited resources of teachers' knowledge system

At present, multimedia courseware and technology have been widely used in modern college teaching, but how to use cloud technology (cloud and mobile internet), machine translation (MT+PE), collaboration (customer, translation company, translator full process collaboration) in the classroom) Advanced translation platforms for effective translation teaching are a new topic for business English translation teachers. Although this problem has its own reasons, it also includes the reasons for the imbalance in the distribution of teaching resources. The eastern coastal areas are experiencing rapid economic development and possess more teaching resources. Inland areas are relatively backward in economics and possess advanced teaching resources. less.

3.3 Old teaching methods

At present, the traditional teaching mode is still a common teaching method in the business English translation classroom.[3] The traditional teaching mode is centered on the teacher. The teacher teaches translation skills and organizes translation exercises in the class. The content of the class is often difficult to understand, and the tasks are heavy. Because there is very little interaction between

teachers and students, students passively accept in the classroom, there is almost no time to internalize a large amount of knowledge in the classroom, and problems can not be solved in time after class, resulting in poor quality teaching, teachers can not Targeted teaching, students can't apply what they have learned to actual translation practice.

4. Design high vocational business English translation teaching flip classroom

4.1 Flipping the teacher-centered translation teaching model

As a more practical discipline, translation requires a lot of simulation training, situational simulation and social practice. In addition to classroom teaching, teachers should also strive to open up practical teaching places, such as student associations, industry organizations, and social service activities as ways to apply knowledge and improve translation skills. Summarize the first, second, third and fourth classes of translation teaching:

The first class refers to traditional classroom teaching. Teachers should adopt a variety of teaching forms in the classroom according to the content taught, such as project-based teaching method and translation workshop. Translation workshop refers to bringing together small groups with common interests and interests, researching, discussing and communicating on some text translations, sharing knowledge and experience, and finally solving existing problems and reaching consensus. The whole class is divided into several groups. Each group of students collects different kinds of public signs according to their hobbies, such as public signs of attractions, public signs of shopping malls, public signs of banks, etc. The public signs collected will be in the group[4]. The internal organization, analysis and correction, production of PPT, in the class, each group sent a classmate as a representative for 5 to 10 minutes of presentation. After the class, the students expressed their interest in how to translate the public sign language after learning in this way.

The second class refers to the online classroom. The teachers record their own teaching videos and high-quality open educational resources at home and abroad, such as the Khan Academy course and the China National Quality Course. The

translation teaching in our independent learning platform has the advantage that students are not bound by time and place, and can use the fragmented time to learn, so that classroom teaching can be extended.

The third class refers to the community teaching, through the way of teachers and students to help students to access various translation services, such as campus public signs, school profiles, HSBC hotel recipes, company profile translation, etc.; student ambassadors focus on Interpretation mainly assists the Foreign Affairs Office of our hospital to receive visits from foreign guests, and guide them to visit the campus attractions, the college's distinctive currency expo and the ticket expo, and provide them with English explanations. This has broken through the limitations of classroom teaching and created a lot of opportunities for students to practice extracurricular translation on campus.

The fourth class refers to social service activities, extending translation teaching from the campus to the society, providing students with translation training opportunities through the "School-Enterprises" cooperation platform, encouraging students to participate in various social service activities. The teaching team maintains long-term and stable cooperation with a number of institutions, and conducts volunteer activities and work-study alternates according to the needs of the other party.

4.2 Flip a single learning mode to construct a hybrid learning mode

According to the connotation of flipping classrooms, it is necessary to break this traditional model and promote the active construction of students' knowledge. Based on the self-learning platform, a mixed learning model of teacher-student network learning and interaction and practical communication is adopted. Construct a pre-class translation skills knowledge learning, translation exercises in the class, results display, translation training mode of post-class translation practice exercises. And construct the PWP translation learning mode, namely, Pre-learning, Lesson-learning, and Post-learning, to give full play to students' enthusiasm and potential for learning.

4.3 Flipping a single assessment to construct a diversified evaluation

Flipping with translation skills as the assessment target, the teacher is a single evaluation method for the evaluation subject, and constructs an all-dimensional three-dimensional teaching evaluation model[5]. The translation evaluation system is an important part of the translation teaching reform under the concept of flipping classroom. The previous evaluation methods are relatively simple. The teacher is the evaluation subject, and the final exam of the semester is the evaluation content, which can not reflect the evaluation of the students' learning process. In view of the characteristics of higher vocational translation teaching, we should reform the curriculum assessment method and pay attention to the assessment of students' learning process. We should adopt a multi-evaluation method based on process evaluation to comprehensively evaluate students' learning effects.

5. Conclusion

In the context of the “Internet +” era, based on the concept of flipping classrooms, this paper constructs a vocational teaching model of combination of the first, second, third and fourth classrooms, a network-based hybrid learning model and a PWP learning model, and a diverse Evaluation System. At the same time, in the process of implementing the flipping classroom, the professional competence, multimedia technology, and students' self-learning ability.

There are certain requirements in the vegetarian diet, so teachers need to continuously improve their ability in all aspects of this teaching reform, and promote the business English translation talents needed for the industry.

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